DOCUMENT RESUME

ED 377 457 CS 011 920

AUTHOR Carrasco, Miguel A.
TITLE Effects of Literature-Based Reading Instruction of the Reading Achievement of Hispanic First-Grade Students.
PUB DATE 94
NOTE 23p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Comparative Analysis; Elementary School Students; Grade 1; *Instructional Effectiveness; Mexican Americans; Phonics; Primary Education; *Reading Achievement; *Reading Instruction; Reading Research; Teacher Attitudes; Urban Education; *Whole Language Approach
IDENTIFIERS Chicago Public Schools IL; Hispanic American Students

ABSTRACT

A study investigated the effects of the literature-based reading instruction on the reading achievement of Mexican-American first graders in Spanish. Using a posttest-only control group design and "t" test for independent samples, results indicated that after three months the experimental group of 30 students (attending a 100% Hispanic elementary school in the inner city of Chicago, Illinois) taught with a literature-based method did not outperform a control group of 30 students taught with the phonics/skills method. However, different interpretations that the teachers have about reading, and their diverse philosophical stances and instructional practices, might have accounted for the results, which contradict the contention of many other studies that children taught with literature-based reading would outperform those taught with traditional methods. (Contains 12 references and one table of data.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 457

Effects of Literature-based Reading Instruction on the Reading Achievement of Hispanic First-grade Students

Miguel A. Carrasco
Chicago State University

Fall 1994

CS011520

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

M. Carrasco

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

Table of Contents

	Page
Abstract	ii
Introduction	1
Hypotheses	14
Procedures	14
Results	15
References	19

List of Tables and Figures

Table

1. Posttest mean, Standard Deviations and *t* for the Experimental and Control Groups 16

Abstract

The purpose of this study was to investigate the effects of the literature-based reading instruction on the reading achievement of Mexican-American first graders in Spanish. Using a posttest-only control group design and a *t* test for independent samples, it was found that after one quarter (three months), the experimental group (N=30) taught with the literature-based method could not outperformed the control group (30) taught with the phonics/skills method ($t=0.08$, $P>0.05$). It was concluded that the acceptance of the null nypothesis was due to such extraneous variables as teachers' application of the literature-based reading method and philosophical views.

Effects of Literature-based Reading Instruction on the Reading Achievement of Hispanic First-grade Students

The purpose of this study is to determine how the literature-based reading method affect the reading achievement of His panic first-grade students in Spanish. This new method will be compared with the traditional methods.

Phonics and based reading programs have dominated the classrooms for decades - but 1980's marked a turning point with the whole language movement that has blown words of changes in Educational practices. The advocates of whole language approach and literature-based reading instruction attribute the mediocrity in readers turned out by the public schools to the traditional methods of teaching reading.

Reutzel and Cooter (1992) In the field of reading education, it has been and will continue to be in a state of constant flux and change. Although some view this constant change as simply a swinging of the educational pendulum, back and forth - old and new, we prefer to think that contemporary calls for change in reading beliefs and instruction occur for two reasons: firstly, tne "language" of change represents a fundamental shift in knowledge and understanding of the reading processs. It reflects a new point of view, a profound change in how we view the world of language learning in elementary schools; secondly, we believe that to revalue traditions in the field fosters greater understanding of why we do what we do.

At this moment, most of the educational systems throughout all the states are making the transition from phonics and based programs to literature-based reading programs and holistic instructional practices and beliefs - Illinois has followed suit. Most of Chicago Public Schools has made a literature-based curriculum, a policy mandate. Commercialized literature-based reading program are being sold to Chicago Public Schools by instructional material publishing companies.

Although there has been an explosion of research studies that claim to prove the miraculous effectiveness and sucess of Literature-based reading programs in national conventions or journals in the fields of reading education, we still have to conduct new inquiries into the levels of success of Literature-based reading programs in Chicago elementary classrooms, teachers, parents and government officials have concenas about the outcome of the Literature-based reading programs since huge resources have been invested in them to improve the quality of education that our chilren receive.

How should be reading be taught and with what sorts of materials- Basals or trade book? Phonics or sight words or context clues? This controversy persists because literacy is the sine qua non for learning in all content areas.

Kulleseid and Strickland (1989) describe the two theoretical poles which have dominated the debate for decades. At one extreme, there are parts - to whole sound, symbol-based approach. Within the beginning, reading instruction emphasizes the child's acquisition of discrete skills of text decoding. These are taught to the child by the teacher in small incremental steps - using teacher-selected, controlled vocabulary texts and workbook exercises. Learning is text-centered and the child reads for the purpose of practice. Reading is taught as a separate activity, in isolation from other subjects.

At the opposite extreme is a holistic, the meaning-based approach that emphasizes the child's use of a complex array of linguistic skills and competence already mobilized in the course of learning how to speak. Learning is child-centered, and the child reads self-selected, unedited whole texts for the purpose of meaning with the teacher's assistance. Reading is taught in concert with other communication acts - speaking, listening, and writing that occur within a social context. Teachers as pragmatists do the best they can with the resources that are available to them - to help the children learn. They know that the pedagogical pendulum has swung back and forth between the two poles in historic cycles; nevertheless, there are no questions that the teaching of literacy has canged cónsiderable during the past decade, partly because of the increasing numbers of students who are unable or unwilling to read and partly because new research insights into literacy acquisition have led to an expanded repertoire of instructional approaches.

Those who use literature-based reading instruction to challenge the basal tradition boast stunning levels of success with all types of students and particularly with disabled and uninterested readers.

A lot of research studies have gained momentum in the 1980's that attempt to bear out the effectiveness of literature-based reading model over the basal and phonies methods.

Roser et al (1990) conducted a research study to prove the effectiveness od literature-based reading instruction in the Brownville Independent School District, Texas. Kindergarden, first and second grade classrooms in six of the district's twenty-six elementary schools were selected for this program. This eighteen-month project included 2,500 low-achieving Hispanic students with seventy-eight teachers who received in-service training in the implementation of literature-based reading instructions. Rosel et al used 1,000 children's books (about 750 different titles organized into literature units). The objectives of the following approaches were mentioned:

1. Offering exposure to a variety of children's books.
2. Contributing to a rich literary environment.
3. Motivating responsive reading.
4. Encouraging voluntary reading
5. Expanding reading interests.
6. Helping children grow in language - reading, writing, and thinking.
7. Helping children to discover their connections to literature.

Six Brownville School Districts using traditional methods were compared with these six schools being tested with the literature-based reading method. The change in percentile scores from the California Test of basic skills (TBS) from 1987 to 1988 in the area of language arts for the comparison schools was 6.3 and in the area of reading 3.0; the change in percentile scores from 1987 to 1988 in area of language arts fo the experimental schools was 10.5 and in reading 14.0. Although other undetermined variable might have affected the results, it was evident the proven effectiveness of the literature-based reading program over traditional reading methods.

Hiebert and Colt (1989) In a report of their observational research done in five classes in Boulder, Colorado, they discovered that for literature-based reading to be effective in the developing of reading skills, it should follow three instructional patterns:

1. Pattern one: Teacher and student led the interaction; teacher and student selection of literature whose function was guidance in critical strategies, opportunties to extend interpretations.
2. Pattern two: Teacher and student led the interaction; teacher and student selection of literature whose function was guidance in critical strategies. opportunties for peer interaction and cooperative selection of literature.
3. Pattern three: Independent application students selected the literature whose function was to develop students' selection abilities and independent learning.

Their findings concluded that these patterns of literature-based reading instuction, when containing various combinations, it can be very productive in the development of thoughtful proficient readers. They were substantiated by the portfolio assessment of the students' performance in reading at the end of the first, second, and third quarter.

Trachtenburg (1990) A reading specialist and teacher for the Moorestown Township Public Schools, New Jersey. They used a Meta-analysis on a host of research evidences over the past seventy years and noted that literature-based reading instruction is more successful in conjunction with phonics instruction instead of precluding the phonics model. It recommends that it should be provided within the context of real reading tasks and texts, especially through the use of quality children's literature. This study claims that direct instruction in phonetics is needed and contributes to better development of decoding, word recognition, and comprehension. Although this metanalysis suggests that this approach has proven to be effective in reading instruction for first greade children, it should be applied discriminatorily only with particular children.

Sometimes the content of a reading instruction model is a far cry from literature-based paradigm. Therefore, the results at the end of tne school term are going to be different from what is expected.

Donahue (1992) carried out a study of the content of a reading series based upon literature-based programs for California Elementary grades. This research investigated whether the contents of such readers for "K-3" truly consisted solely of literacy selections. Since it is well-recognized that quality books carry heavy vocabulary was beyond those of beginning students.

It was hypothesized that the series approved for the lower grades would contain chiefly "so called" interesting story book materials and not children's literature.

Culliman, Glazer, Stewig and Sutherland (1989), these authorities in this field conducted a survey on the primary books on tne 1989 editions of five major reading series - these series were examined. A point scale was devised in which points were given when the author's or author illustrated -- the name, title of the story or article of the series. This was part of what was mentioned as exemplary in any of the four books on children's literature. Only 17.4% to 29.5% of this total contents(depending on the particular series),was rated as literature using this approach. In other words, these beginning reading books can be described as a collection of engaging but undistinguished printed matters.

Lesley et al (1993) conducted a qualitative research at the Georgia Public Schools. A literature based program was introduced to ninety-eight students in five second-grade classrooms in an urban school district with socioeconomic status ranging from middle class to disadvantaged students were primarily African-American or Hispanic students. Out of the total , 22% had previously has been classified as "at risk" determined by the state regulation. The program had three major components:

1. Systems of designed and administered classroom literacy centers.
2. A steady series of teacher led the activities involving literature

3. A regular schedule of independent reading and writing periods managed according to consistent and clear expectations or rules. It emphasized individual student's selection from a wide variety of activities and materials.

While offering students the opportunity to work alone or in small groups, teachers were encouraged to serve as facilitators and participants in IRWPS rather than as traditional teachers. Although they continued to teach a separate basal reading program for their students, research assistants collected data. Both by direct observation of the IRWPS and they reported in-field notes and by video tape sessions. Qualitative analysis of the data indicated positive motivation and acceptance of the program among students including those considered "at risk" and a positive committment to the program by all five teachers who participated.

Grisham (1992) in her study investigated how literature-based reading language arts materials were being used in two "exemplary" third-fourth grade combination classes the influence of teacher epistemology on classroom instruction and whether teachers were enacting the whole language emphasis mandated by the state. One of the two participating teachers had over twenty-year experience and the other had three-year experience in a large southern California urban school district. Data resources included: classroom observation and videtapes of the language arts segments of the school day-two days per for three consecutive weeks; interview with six students from each class; and reading and writing attitude measures. Results indicated:

1. Each teacher had coherent theories of how reading should be taught, and used theory to guide her practice.
2. Both group of teachers appeared to be integrating the language arts as envisioned by the California's English language arts framework but the textbook was the permanent authority.
3. Fewer worksheets and workbook assignments were given and more authentic skills-based assignments were generated than has been shown to be the case in the past studies.
4. Both teachers felt free to contruct a curriculum for their students.
5. Reading and writing attitudes of the students were generally positive.

6. Collaborative learning was common in both classes but there was still much lecturing and recitation.

Findings suggests that both of the tearchers studied have epistemological stories that are far from a constructivist epistemology of teaching and militante against tenets of whole language.

Sakrison (19930 In a case study, he explored issures related to the self-selection of a literature-based reading program. Lori, the student whose selection behaviors are highlighted, was one of fourteen students who participated in five-month qualitative study in a six-grade classroom where the students were able to self-select their reading material. Lori, a below average reader for her grade placement selected a total of twenty-six books and completed eighteen of those selections. She did not appear to give a great deal of attention to the difficulty level of the material she selected to read. While Lori expressed a continued repeated interest in animal, this stated interest did not appear to affect her book selections to any extent. She did not fit the stereotypical description of the low-average reader who dislikes and is easily frustrated in reading situations. Influences on the reading selections made by Lori were multiple in nature. Lori's paths to literature in the free choice environment of the literature based-reading program were her own with many contributing influences.

Block (1993) used a literature-based reading instruction to increase students'cognitive strategy use, reading achievement, self esteem, and critical thinking abilities. In Part I, teachers explained and modeled a thinking and reading comprehension strategy. In Part II, students selected childrens' literature and applied the strategy as they resd. Eight genres were represented in the program: fiction, non-fiction, poetry, autobiographies, biography folk literature, periodicals and science fiction. A variety of genres should enable students to expand their literacy tastes, read different writing styles and comprehend sequential deductive, paragraph patterns. The focus was on the second part of the study because it is relevant to the effectiveness of literature

based reading intruction. The subjects were enrolled in three schools, one private and two public. The experimental group made up of 178 and the control group comprised Mexican-Americans, African-American, Anglo, and Asian. The experimental group was taught 16 strategy lessons - two days a week for thirty-two weeks while the control group was offered lesson devoid of strategy instruction

The experimental group out performed the control group on the posttest for reading comprehension of the Iowa Tests of Basic Skills ($F=91.49$, $P<.001$). The experimental group also scored significantly higher on vocabulary ($F=42.47$, $P<.001$) and total battery scores ($F=12.65$, $P<.001$).

No significant differences occurred for English grammar ($F=17.33$, $P<14$). Experimental students were also better able to transfer their reading and thinking strategies to real life situations. A statistically significant difference was found between thought categories used in writing by experimental and control groups ($F=258.52$, $P< .001$). Eight dominions of thinking were expressed by the experimental students:

1. Noting Facts
2. Content elaborations
3. personal elaborations
4. Problem-solving strategies
5. Metacognition
6. Creative thinking processes,
7. Thinking effectively when working alone.

Students' self esteem was measured using the Harter-self-perception profile for children (Harter 1985). Experimental students scored higher than controls on posttest of their self perception of social competence, behavior in groups, appearance, and physical competence. There were no significant differences between experimental and control group on pretest means.

This study shows that through the literature based-reading model specific elements in strategy instuction interact to expand students' thinking and improve their reading abilities: teacher-direction, student selection of strategy thinking guides, student

self-assessment, spaced practice, and examples.

Tunnell and Jacobs (1989) support the success of the literature approach to literacy with many types of students through a metanalysis of several research findings. one of these landmark studies was one conducted by Cohen (1968) with a control group of 130 students in a second grade who were taught with basal readers and compared them with 155 Children in an experimental group using a literature component. These students were selected because of academic retardation and low socio-economic status from the New York City Public Schools.

The experimental treatment consisted of mainly reading aloud to children from real books. One year later, the experimental group was happily reading English - 60% on or above grade level. only three failed to pass the District Comprehension Test, and those three had been in the United States less than six months.

Another landmark study of this meta -analysis is a research study conducted by Chomsky (1978) with a middle class suburban community near Boston with five children in the third grade with average IQS and no apparent language or speech problems who had always been remedial readers. Instead of the phonics and skills approach, the researcher instead asked the children to listen to tape-recorded stories from "real books" combined with the neurological impress method using natural enjoyable texts proved to be the key to eventual success. After a year of treatment, the standarized achievement test scores (MAT) showed that these no-progress children's average reading scores was 7.5 months (grad equivalent) in reading and word knowledge, 6.25 months (grade equivalent). A significant increase for children whose former test scores showed no progress.

Finally, Tunnell and Jacobs quote one of the most recent experiments dealing with literature-based reading and at risk children of a school on New York City's West Side (Larry, 1987). These 225 Kindergarten students came from non-English spkeaking homes, lived below the poverty level, and 80% spoke no English. Immersion in children's literature and language experience approaches to reading

and writing were the major instructional thrusts, and skills were taught primarily in meaningful contexts as children asked for help in writing. As the year concluded, all 225 students whose posttest scores were in the lowest 20% of their class caught up to their average of their class or above and never needed remediaion again.

Tunnell and Jacobs conluded that the amazing success of each study mentioned was due to the presence of some basic elements in literature-based programs:

1. Usage of natural readers
2. Application of the neurological impress method combined with big books.
3. Sustained silent reading (SSR) - reading of material by students on their own.
4. Meaning oriented with skills often taught in meaningul contest; process writing and other output activities

They also surmised that affectivity of literature-based, whole language programs gives meaning and pleasure to the process thus making skills instruction at least meaningful -empowering both teachers and students. At least, it is safe to say that the basal reader is not the only way to successfully teach children to read.

Zarrillo (1989) Conducted a descriptive survey and observational research to explore the divergent interpretations teacners have of literature-based reading instruction with eighteen teachers representing all elementary grade levels in public schools, Los Angeles County. The student population included children with a broad range of reading abilities and family incomes. Analysis of classroom practices revealed teachers' diverse philosophical stances toward reading. Most taught from the perspective that reading is a process that develops through use, that children learn to read by reading, that the language arts should be integrated in the elementary curriculum and that literacy is more readily acquired when language is used to communicate messages. A second group of teachers, although substituting literature for textbooks held the perspective that reading is a subject to be

taught that children learn to read by mastering a series of skills that read by mastering a series of skills that reading should occupy a separate time period from the other language arts, and that literacy is most readily learned when language is presented to children in teachable components. A third group attempted to mix philosophies and their teaching included a combination of sequential skill lessons and whole language activities.

Through his observation, Zarrillo identified three interpretations of literature based reading instructions:

a. The core book
b. The literature unit
c. Self-selection and self-pacing

Zarrillo questioned the core book selection by teachers based upon the belief that there are certain books which children whether they like them or not, they have to read regardless of children's needs and abilities. He observed boredom and floundering in home classrooms where some teacher-selected core books were being used.

He also noted that effective teachers avoided turning the novels into textbooks through overemphasis on literary analysis. Instead students interpreted what they were reading through discussion, writing, art, and drama.

On the other hand, he found that a flow of the literature unit was frivolous and silly themes; such as on cookies or kites that trivialized the curriculum. However when units were concerned with genres of literature, authors, social studies content, and topics from science, children were exposed to a wide spectrum of good literature, provided many opportunities for meaningful reading and writing, and introduced to important concepts from the content areas.

In regard to self-selection and self-pacing. He observed that some teachers excluded them in the literature-based design for there reasons:

a. absence of administrative support
b. Lack of books in the classroom
c. Fear of a chaotic environment.
d. Uneasiness about student peformance on standardized

reading test.

e. ignorance of how to implement the type of program.

Zarrillo concluded that 15 teachers out of 18 met the criteria of successful teaching with children's books:

1. The presentation of literature through reading aloud, readers' theatre with films, film strips, and plays with student actors.
2. Children's response to literature through journals, critical evaluation of books connection of personal experiences to events in the books.
3. Individualized time in which children read self-selected books.
4. Teacher-directed lessons in which direct teaching involved tasks on word recognition and meaning with children who need extra help.
5. Projects related to books; for example, in third grade class, one group created a video version of Chapter I in Ramona, The Pest.

It is inferred from the observational research that teachers are constrained by the objective material social conditions in the implementing of a "Sucessful" instructional designs prescribed from the top to the bottom by a group of elitist intellectuals in education out of touch with what is going on in the school setting.

Literature which documents findings about the superiority of the literature based reading method in a large number of research studies conducted in the 1980's and 1990's, seems toindicate that teachers should move from the traditional reading methods to whole language approach.

However, the effectiveness of the literature-based reading approach has not proven to be successful in the population. Further research studies need to be done to confirm those conducted so far. The available literature might be used as groundwork, and a theoretical paradigm to prove that it is worth making the transition from phonics/skills instruction to literature

based reading.

Questions of the Study

1. Does Literature-based reading instruction have an impact on the reading achievement of Spanish first graders.
2. Does pre-school attendance increase the chances of success in reading?
3. Does a literary environment at home determine reading achievement at school?
4. Does social class correlate with reading skills at school?

Hypotheses

Research:

Spanish first graders taught reading using the literature-based reading method will obtain higher reading achievement scores than those students taught reading with the phonics/skills method.

Operational:

Spanish first graders taught reading using the literature-based reading instruction will obtain higher grades in the Spanish Language Booklet Reading test than those taught reading with the phonics/basal method.

Null:

Spanish first graders taught reading using literature-based reading using literature-based reading instruction will not obtain significantly higher achievement scores than those taught reading with the phonics/basal methods.

Procedures

The population for this study will include 300 Mexican-American first-graders enrolled in the bilingual program. The students attend Joseph E. Gary School which is located in predominantly low and low-middle socio-economic neighborhood called La Villita in Chicago's inner city. The population is made up of 100% Hispanic students.

From the 300 students, the school records showed that 150 received reading struction last year with the phonics/basal method are actually receiving reading instruction with the literature-based reading method. Thirty students were randomly selected from each of these sub-populations.

At the end of the first quarter, Spanish speaking first graders are administered the Spanish Language Booklet Reading Test. Two samples were identified from the school records of those students who had received reading instruction with the phonics/basal method and those students who had recived reading instruction with literature-based method. The scores of the reading achievement from first quarter, 1993 compared to those of first quarter, 1994 will be used in this study. The posttest only control group design was employed.

The Spanish language Booklet Reading Test (1993 edition) were administered to both groups. This reading test includes sixty items that subsume the areas of reading, comprehension, vocabulary, and the phonetics of the Spanish Language. The split-half rediability coefficient was .95. According the publisher, this test is a reliable indicator of the percentage of first graders who have developed the reading proficiency by the end of the quarter.

The findings will be tabulated according tomeans and standard deviations. The t test will be employed at.05 level of confidence to ascertain if there is any statistically significant difference between the mean scores of the control group and the experimental group.

Results:

The samples for this research study included bilingual Mexican-American first graders of Joseph E. Gary Elementary School.

Each school year at the end of the first quarter, students take the Spanish Booklet Reading Test to determine the percentage of first graders who already have learned how to read in their first language Spanish. From 300 first grade students, two groups were, randomly selected. One group was taught reading with the phonics/skills method while the other group was taught reading with the literature-based reading method. Results from the 1993 Spanish Language Booklet Reading Test were compared with those of 1994 as a posttest. A t test ($P<.05$) for independent samples was done on these two sets of scores to determine if there was a statistically significant change in the reading achievement after treatment with the literature-based reading program. Table 1 synthetizes the statistical analyses.

Table 1

Means, standard Deviation, and t test for the experimental group and control group for reading achievement scores.

Reading

Posttest	M	SD	t
Control (N=30	51.52	8.1	0.08
Teatment (N= 30)	51.08	8.9	

df=58 P> .05

Examination of the school records indicates that both the experimental group and conrol group were equivalent in terms of reading exposure. Although both groups attended preschool, neither of them received reading as a formal subject in the curriculum.

As the table above illustrates after one quarter of reading exposure to the phonics/skills method and the literature-based reading method, the control group's mean in the reading posttest is 51.52, while the experimental group's mean is 51.08, respectively. Therefore, there is no statistically significant increase or decrease in reading achievement of either the control group or the experimental group.

Similarly, the t scores (t=0.08, P>0.05) shows no significant changes in reading level of achievement for the two groups.

All these data lead up to the conclusion that the null hypothesis should be accepted: Spanish speaking bilingual students in first grades taught reading with either the phonics/skills method or the literature-based reading method will not differ on reading achievement scores.

Since this study took place in a bilingual and bicultural setting with teacners with diverse cultural and educational phylosophies about education and different interpretations about literature - based-reading instruction and students ranging from limited proficiency both in their first language or the second one, the results can not be generalized to all classrooms.

So the different interpretations that teachers have about reading, diverse philosophical stances and instructional practices that either approximate or deviate from a real whole language approach in literature-based reading might have accounted for the results of the study (Zarrillo, 1989). Effective and competent instruction is a variable, among others, whioh really counts in learning outcomes.

All the research studies claimed that children taught with literature-based reading would out performed those taught with the traditional methods. However, the results of this study contadicts that contention. Although the findings cannot be generalized to the population.

Although the skills/phonics method has been bashed by whole language advocates in the mid to late 1980s, it has filled an important niche for many teachers and will likely continue to do so in the future. It is true that this traditional method devalues good literature, ignores the needs of the learner by emphasizing skill instruction, controlling vocabulary, and syntax of stories, and prescribing even usurping, teachers' practices and decisions. However, teachers' teaching styles can make up for these short-comings (Reutzel and Cootes, 1992).

As the effectiveness of the literature-based reading method needs to be substantiated with more testable findings, more research is recommended so that reading teachers will make the transition from skills/phonics method to the literature-based reading method.

BIBLIOGRAPHY

Block, C. Cathy, "Strategy Instruction in a Literature-Based Reading Program" Elementary School: (November 1993) 94: 139-151.

Cooter, Robert B. and Reutzel, Ray D. Teaching Children to read. New York: MacMillan Publishing Company, 1992.

Culliman et al. Improving the teaching of reading (2nd ed). Englewood, NJ: Prentice-Hall.

Donahue, Mildred R. Literature-Based Reading Series for Grades K-3, Are They Truly Literature? Paper presented at meeting Organization for Reading Development (Tacoma, WA, March 1992). Eric, Clearing House on Elementary and Early Childhood Ed., ED 150-170.

Grisham, Dana L. Teacher Epistemology and Practice: Enactments in the Elementary Classroom. Paper presented at Annual Meeting of National Reading Conference (42nd,San Antonio, TX Dec 2-5, 1992.

Hiebert, Elfrieda and Colt, Jacalyn, "Patterns of Literature-Based Reading Instruction." Reading Teacher Journal, (October 1989), 10: 14-19

Kulleseid, Eleanor and Strickland, Mary. Literature, Literacy and Learning.Chicago: American Library, 1989.

Lesley, Morrow, et al., Classroom Qualitative Research. National Reading Research Center, Athen, GA (Nov 1993), Eric Report, 143.

Roser, Nancy L., et al, "Language Literature and At-Risk Children," Reading Teacher Jornal, April 1990, 32: 554-559.

Sakrison, Dale. "Paths to Literature: One Child's Journey" North Dakota, 1993. Eric Clearing House on Elementary and Early Childhood Education. ED 335 -489.

Tunnell, Michael O. and Jacobs, James S. "Using Real Books: Research findings on Literature-Bsed Reading Instruction." Reading Teacher Journal (March 1989), 42: 470-477.

Zarrillo, James, "Teachers' Interpretations of Literature-Based Reading." Reading Teacher Journal, (Oct 1989) 43: 22-28.